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AMERICAN OBSERVER

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In and Out of the Classroom

"WHILE the American people have generally provided middle- and upper-income youth with the intellectual tools necessary for success in our society, they have commonly failed to cope with the task of educating the disadvantaged youth in our urban centers. To an alarming extent they have simply swept disadvantaged youth under the educational rug."

These are the opening words of "Education for the Urban Disadvantaged—from Preschool to Employment." Prepared by the Committee for Economic Development (CED), the study calls for a broad attack on the problems of the disadvantaged. While recognizing problems faced by American Indians and others, CED concentrates on the urban poor because they are "now in a state of acute and even desperate crisis with far-reaching social implications for our total society."

According to CED, the fight against inner-city poverty must, as might be expected, begin with education. The study calls for a public demand that schools achieve literacy for *everyone*. The only possible exceptions are the "less than 1 per cent of any population group who are incapable of learning." CED then discusses "imperatives" for accomplishing the schools' mission.

These include: Improved education for the disadvantaged is a must to break the poverty cycle; preschooling is desirable for all, but a necessity for the disadvantaged; schools must provide children and youth with a sense of community and a comprehension of the world of work; schools should be held accountable for their product; continued research is needed for developing effective methods of educating the disadvantaged.

The report discusses changes needed in the school environment; proposed preschool programs; how to make vocational education more relevant; suggested improvements in teaching methods and instructional systems and facilities; new ideas on accountability; equalizing school resources; plus research and development and their application. Finally, the report includes some dissenting opinions of CED members.

Copies of the report are available for \$1.50 from the Committee for Economic Development, 477 Madison Avenue, New York, N.Y. 10022.

senses as teaching devices

Can a stinking junk pile accompanied by jarring noises be used as a teaching device? Ask students in Room 69 of Amity Regional High School in Woodbridge, Connecticut.

The junk pile was created by Room 69

students. It consisted of rubbish, junk mail, newspapers, detergents, bottles, cans, and garbage. Arcord player provided appropriate background noises. By assaulting the senses, the project sought to develop concern about the deterioration of our environment.

Amity High used the junk pile in a special Symposium on the Environment conducted jointly by the school's faculty and student body. The Symposium was given on two separate evenings so the public could attend. To help pay costs of the program, students sold lapel buttons in the community with the single word "PHEW" on them. Students also knocked on doors handing out information about pollution.

Teachers, meanwhile, geared their instruction as much as possible to environmental problems. And high school students followed up the Symposium by giving "mini teach-ins" at elementary and junior high schools in the district. In addition, student groups continue to conduct "litter walks" through the

community, and to organize bicycle "pollution tours." Walks and tours were conducted with surprising enthusiasm.

off-campus learning

A new degree program, announced by the City University of New York (CUNY), permits students a good deal of control over their studies. The bachelor-of-arts degree program allows as much as one fourth of the student's 120-hour graduation requirement to be satisfied through off-campus activity—such as job experience, volunteer service, travel, or other types of independent study judged academically sound by the student and a committee of faculty members of his choice.

Enrollment in the special CUNY degree program will be limited to 500 students in its initial year, which will begin next September. Students will be able to choose the bulk of their course credits (90) from any of CUNY's undergraduate colleges or the university's graduate division.

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Until September...

This is the final issue of the *Civic Leader* and *American Observer* for the current school year. We hope you have enjoyed our publications and found them stimulating. We look forward to serving you again the next school year.

Over the summer months, we shall search for new ways to bring you useful and stimulating information on the social studies. We invite your suggestions—and criticisms. We are especially interested in receiving accounts of classroom projects, new methods of teaching, etc. Why not spend a little time this summer writing about your thing in teaching? We'll be waiting to hear from you.

Meanwhile, to our readers everywhere, we extend our best wishes for a restful and enjoyable summer. We'll be looking for you again in September.